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ABSTRACT

This resource guide for teachers and administrators gives practical suggestions on ways to recruit, train, use and keep parent and community volunteers in the schools and classrooms. Pre-planning activities (workshops, rap sessions, and inservice meetings) for administrators and school staff are discussed. Techniques for recruiting parents and community volunteers and methods of overcoming problems relative to recruitment of vounteers are listed. General methods for training classroom volunteers are mentioned, and specific "how-to" training suggestions focus on such topics as general routines, reinforcement of a skill, using a game, managing a center or teaching a small group, tutoring, enrichment of study, interpersonal relationships, and supervising students. Specific ways of using the volunteer in the classroom, the school and the home are also listed. Tangible, semi-tangible, and intangible methods of rewarding volunteers are suggested as well as hints for overcoming some specific human relations' problems. (Author/SE)

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Lighten Your Load with VOLUNTEERS

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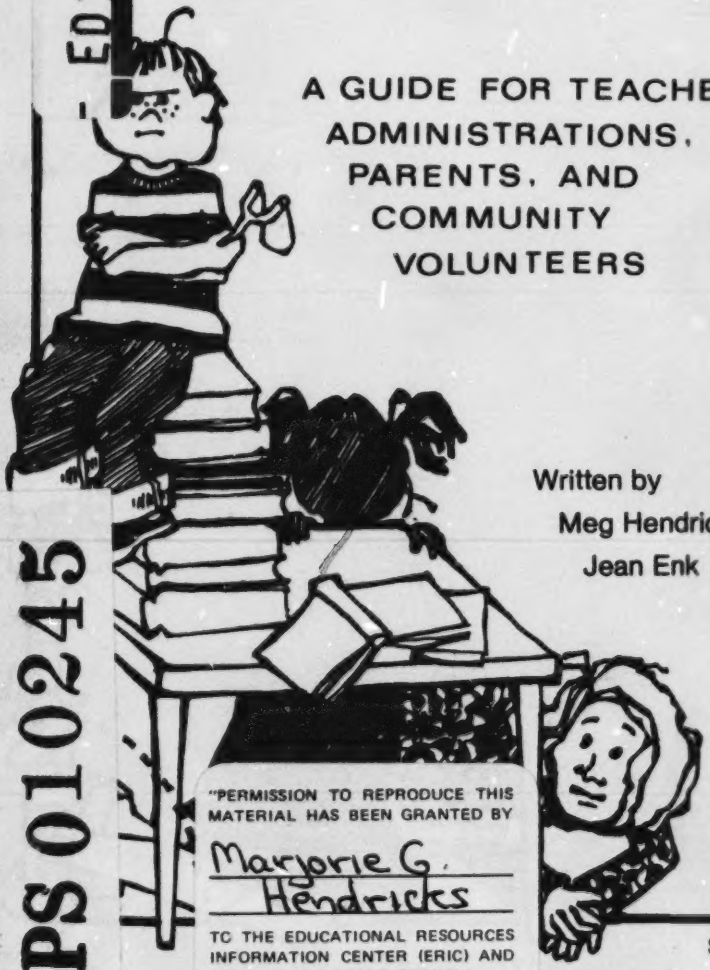
A GUIDE FOR TEACHERS, ADMINISTRATIONS, PARENTS, AND COMMUNITY VOLUNTEERS



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"Call in your parents. Draft them. Bring them into your classroom. Turn them into assistant teachers. Make teacher-aides out of them. Every single day have two or three or four parents working right beside you, teaching in the classroom with you.

"Schools and children and teachers need a revolutionary approach right now. We need a device immediately to insure that every child can find some intellectual content that he can master and put to good use. Drafting the help of parents is the only solution that will overnight let boys and girls in school today have the teacher-pupil ratio that decent education demands."

James Hymes
1965

FOREWORD

This booklet was designed to help teachers and administrators tap a valuable resource for education — parent and community volunteers. These people, working in schools and classrooms, can help provide a personalized, supportive, enriched education for our youth.

Our purpose is to supply practical suggestions and tested examples of ways to RECRUIT, TRAIN, USE and KEEP volunteers and to supply ways to OVERCOME PROBLEMS related to volunteers in schools.

The ideas contained herein should serve ONLY AS A GUIDE. It is imperative that each school develop its **own** plans for using volunteers. The suggestions contained in this booklet represent research of successful programs throughout the nation as well as a report of the personal experiences of the authors and their colleagues.

It is hoped that some of these ideas will serve as springboards and catalysts to schools and their staffs as they formulate and enlarge programs that will increasingly make use of the human resources of our communities.

Meg Hendricks

Jean Enk

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INTRODUCTION

Like many other social institutions, the school in America has undergone tremendous changes since the idea of public education was embraced by our founding fathers.

American schools have changed from places where, in the beginning, only the specifics of literacy (readin', 'riting', and 'rithmatic) were taught by a teacher under the watchful eye of the community. The family and society taught "career education," moral and religious values, health, safety, art, music, etc. School-family connections were strong when small schools nestled in closely knit neighborhoods. The responsibility for the education of the young was shared — by teachers, parents and community forces.

With increased industrialization, greater mobility, and the growth of specialization, the family and community as sources of influence on the education of the young decreased and the school was asked to assume greater responsibilities. Teachers became the educational "specialists" for an increasingly expanding curriculum dictated by strict guidelines from state and federal bureaus — they were the "professionals." Parents and other community adults relinquished or lost many of the responsibilities of educating their young. They were warned of the dangers of trying to teach their children at home — "Children will become confused, you might do it wrong. Just send us your children, rested and well-fed, and we will teach them," said the schools. And, "Don't call us, we'll call you if there's something we think you ought to know or see at your child's school."

Under this system, confidence in the ability of schools to meet their obligations has been steadily eroding. Schools have not been able to keep up with changing social conditions and needs brought about by television, the desire for relevance, the knowledge explosion, and new methodologies. When these problems are combined with the false premise that education is a thing apart from life, that it can be isolated, that only persons trained to "teach" can do the job efficienty or correctly, it is easy to understand why schools are under fire today.

Clearly, changes are called for and one of the most promising of the changes being tried involves the use of volunteers in our schools.

The facts, as we are coming to realize, are:

FACT #1: Vast differences exist among children of the same age regarding knowledge, readiness to learn, language ability, motivation and rate of learning. This has always been true but is more evident now. No one adult can be expected to meet the individual needs of a classroom full of children without help. Good teachers have always known, and research studies reinforce the fact, that motivation to learn and amount of learning are dependent to a large degree upon personalization of instruction. Many children are not prepared to take large doses of delayed feedback, too little individual attention, frequent interruptions, and distraction by others, and still keep their zest for learning. In times of need there must be human intervention and support close at hand in order for optimum learning to proceed. No commercial program, machine or gimmick can meet this human need of students as effectively as well-trained, warmly human, volunteers.

FACT #2: Like everything else, the cost of education is rising at a time when money to finance the schools is becoming harder to get. Decreasing enrollments, taxpayers' revolts, and teacher demands for higher salaries combine to make a dismal picture of school finances.

Since the cost of personnel exceeds all other school costs, it is unlikely in the near future that additional teachers will be hired to lower pupil-adult ratios. Somehow, other concerned adults must be pulled to the center of the educational stage to stem this growing cost of education — persons who will be paid not with tax dollars, but with the personal satisfaction of having provided help to others.

FACT #3: There is a growing desire among many American citizens, young and old, to become meaningfully involved in the affairs of their community. Community services are becoming everyone's concern because they strengthen and enrich community life.

This growing desire to serve coincides with an increase in the numbers of persons with time available in which to serve. Shortened work week, increasing life span, early retirement, and smaller families are facts of American life which produce a growing pool of concerned people with time on their hands. Hospitals have for many years used this human resource — it is time that schools also tap this most valuable source of manpower.

FACT #4: Research has shown that the success of a child's education is more dependent upon the home and its environment than upon the school attended. To improve the chances for educating a child successfully, the other significant adults in that child's life must be taken into account and used in a positive way. The home and the school need each other. The goals they seek in the lives of children should be mutual goals.

The parents are in the classroom whether we want them or not. They are the silent partners of each child who comes to school. Supportive, reinforcing, knowledgeable parents are an asset; antagonistic, ignorant, negative parents are a liability both to the school and the child. Bringing parents into the school as part of the educational team is a promising way of making assets of these important people.

PRE-PLANNING

Gearing up a school to receive and use volunteers should begin with a change in the attitudes and beliefs of the teachers and administrators of that school. The importance of the pre-planning period as a time for overcoming real or imagined fears, for recognizing the value of volunteers, and for growing in the skills of human relations cannot be overemphasized. The responsibility for such staff development lies with the administrator, the administrator's designated representative, or a coordinator (paid or volunteer), and might necessarily begin with changes in that person's own attitudes and beliefs especially if he is not accustomed to working in an open and democratic way. When staff ideas and decisions are used as a basis for forming the volunteer program, it will then be backed by enthusiasm and a desire to follow through on plans made by all concerned. An administrator will be wise to lend an understanding ear to legitimate staff complaints concerning work load, possible problems, etc. In many instances teachers can be gently led to realize that using volunteers will give them time to teach — time to do what they are educated to do.

SUGGESTED JOB PLAN FOR ADMINISTRATOR OF THE PROGRAM

(to be undertaken by school administrator or designated representative)

1. Gather written materials and information about existing volunteer programs from the district, state, and national sources. Contact district personnel for up-to-date legal, insurance and health requirements for volunteers. Establish files which make this information available to other staff members when they need it.
2. Attend meetings with other school administrators who have established programs. Visit schools already using volunteers. Attend conferences with workshops or lectures concerning volunteers. Add this new information to files already compiled.
3. Develop a brief tentative plan as a "jumping off" place when pre-planning sessions begin.
4. Analyze, learn, and practice the new techniques that will be needed in working with various levels of personnel to accomplish a common goal. Make an objective self-assessment of own skill (strengths and weaknesses) in working with all levels of professional and nonprofessional people.
5. Envision the demands of a new role as coordinator of program and personnel.
6. Make an early assessment of staff in terms of attitude towards having adults around the school, in terms of organizing and using volunteers, and in terms of their skills in working with others. If this assessment reveals a self starting teacher who has begun a volunteer program on a small scale in his or her own room, an administrator can build on the teacher's experience, which can serve as a beginning for the rest of the staff.

7. Have informal rap sessions with individuals or small groups of staff members by dropping by to chat in the classroom or teacher's lounge. This is a time to begin to change attitudes, set priorities, and identify those who might be valuable in persuading less receptive or less flexible staff members to accept change.
8. Take an inventory of existing facilities that might be used as work spaces, or converted into a possible "volunteer room." Determine rest room, lounge and smoking areas, and review district policy with regard to volunteers on school premises. Anticipate the presence of volunteers and make room for them.
9. **Plan and conduct workshops,** rap sessions, and brainstorming meetings. These first meetings with the staff should take place in an informal setting with an atmosphere conducive to speaking frankly.

OUTLINES FOR POSSIBLE WORKSHOPS

Choice #1

Review PURPOSES

- reach agreement on roles of specific staff members
- participate on a voluntary or all inclusive basis
- determine how the structure of state or federal programs will affect the volunteer program at this school
- decide whether the staff wants a coordinator of volunteers or not
  - — if the staff decides to have a facilitator, such a person might be a:
    - volunteer.
    - paid aide.
    - teacher doing this part time.
    - adult-ed teacher doing this part time.
    - resource person (auxiliary personnel) heading one or more special programs at a school.

Get the NEGATIVES out

- allow time for sharing negative experiences, hidden and not-so-hidden doubts, fears, even personality conflicts — though this may develop into a "gripe" session, it is essential that an opportunity be given for such feelings to surface and be examined — it is at this time that emotional fences begin to become merely problem solving steps to be climbed.

Declare in favor of the POSITIVES

- bring in a staff member from another school if necessary — one who has been successfully using volunteers in the office or classroom for several years.

- point out some of the following
  - — volunteers give teachers time to teach; time to do what they are educated for — they also give administrators time to administrate, counselors time to counsel, etc.
  - — volunteer-parents are present anyway, seen or unseen; they stand beside each child as he comes to school — they can thus either reinforce or undermine the work of the school. Putting them to work enhances the chances of supportive rather than critical parents.
  - — parents and volunteers who work beside teachers will no longer be "on the teacher's back" — it is impossible to work for and against a program at the same time.
  - — volunteers who understand and support the school's program become valuable voters and campaigners when taxes and funds are needed.

Divide into small WORKING GROUPS

- brainstorm the things they want to do.
- have back-up questions ready for any groups that bog down.
  - a. Ways to get volunteers
  - b. Ways to train volunteers
  - c. Ways to use volunteers
  - d. Ways to keep volunteers
  - e. Ways to overcome problems that may arise

Write a PLAN of action

- use the written records compiled by each small group.
- the entire staff should then approve each item to be included.
- this plan then becomes a plan for individual members and the group as a whole to use.

Choice #2

Review PURPOSES of a volunteer program

- encourage a positive approach.

Gather IDEAS

- give each staff member 15 slips of paper.
- ask him to list on separate slips three items he believes to be most important in
  - recruiting.
  - using.
  - training.
  - overcoming problems.
  - keeping
  - — volunteers.

- place slips into categories.
- assign staff members to small groups.
- have each small group rank the items on the slips in its category in order of importance (adding any comments), combining those that overlap.

EVALUATE each item

- work with the entire group.
- don't eliminate anyone's ideas, but priorities can be placed and skillful additions can be made without belittling anyone's contribution.
- add any vital information to each item such as:
  by whom.
  where.
  when.
  funding.

Write a PROGRAM using the items gathered above as a guide

Choice #3

SHOP AROUND

- invite at least three speakers representing successful volunteer programs now operating at other school sites.
- ask them to describe step by step the organization and implementation of their volunteer program.
- ask for any written materials concerning their programs.
- duplicate and distribute these materials to staff members.
- include time for questions.
- schedule these interviews over a period of a few days or all at once — they should take place close together for contrast and comparison.
- discuss the program after each presentation — include pros and cons and what applies or does not apply to your school.

EVALUATE all three programs

- with an outline in mind, discuss the best parts of all three.
- make a written record of **all** comments made.

Write the PROGRAM

- have staff members appoint a representational committee to review these notes and write a tentative plan for action.

AGREE on the final draft

- plan an additional meeting of the total staff to evaluate and change the written program before it takes final form.

Choice #4

Form staff into small groups

- give a large paper and felt pen to each group.
- appoint a recorder.

Submit an appropriate TOPIC to the entire staff

- example: What are the advantages to having volunteers in the school?
- limit the discussion to 5 minutes.
- record all ideas.
- follow rules for brainstorming listed below.

Determine the 3 or 4 most important ideas

- have the choices read one at a time to the entire group.
- keep the generalizations that will result — record them as a possible working plan.

Repeat entire procedure using another question as stimulus

Rules for conducting successful brainstorming sessions and workshops

- don't censor — say it!
- don't discuss — keep going!
- don't evaluate — no groans or lifted eyebrows!
- repeat if you like — hitchhike on other ideas!

* * * * * * *

SUGGESTED PRE-PLANNING FOR THE STAFF

(to be undertaken by teachers, librarians, counselors, etc.)

1. Gather ideas and information from educational publications, friends already involved in volunteer programs, conferences, or classes.
2. Envision the demands of a new role as mini-administrators with a staff of volunteers and paid aides in the classroom, as greeters and recruiters of volunteers, and as trainers of staff and volunteers, etc.
3. Participate in pre-planning session with enthusiasm and determination to make the program reflect the desires of the staff and be a success for all concerned. Contribute to discussions and help formulate plans so that the program developed will fit the staff and school for which it is designed.

SUGGESTED PRE-PLANNING INVOLVING PARENTS

1. Pre-planning sessions with parents will probably take place with parent groups already active at the school as they are the most available at this early stage.
2. Whenever the various parent groups of the school meet, every opportunity should be taken to start them thinking of the volunteer program.

3. Publications of all kinds throughout the school should be used in the gearing-up process to give and get information.
4. Established parent groups are the logical source for input from a volunteer's view.
5. The P.T.A. view of a new volunteer program must not evolve as a source of competition; rather as **all parents** working to make "our" program a success.
6. Many schools have begun their volunteer programs with the Room Mothers' Committee of their P.T.A.
7. Some schools have begun their volunteer programs as a sub-group of their Parent Advisory Council.
8. Parents and other volunteers already working in a classroom or office at the school can serve as a nucleus for a larger program to be built upon.
9. When individual parents come to school for other purposes (health problems, test results, counseling, etc.) the staff members and administrator should discuss the volunteer program with them as it is developing. Large sheets of [illegible]g with outline headings can be displayed so that these parents can add any ideas or suggestions. This will give on the spot feedback for staff workshops or working meetings for writing the volunteer program.
10. Parents whose ideas have been incorporated into the program right from the beginning will be more generous and supportive when the time for volunteering and recruiting other volunteers arrives.

RECRUITING

After a certain amount of pre-planning by the administrator and staff, the job of recruiting volunteers begins. A school with many working parents, non-English speaking parents, parents with preschoolers at home, and homes reflecting low socioeconomic standards should not be allowed to excuse itself from the development of an active volunteer program. There are people in every community who have a contribution to make to the school in time and talent. It's the job of the recruiting process to find them.

Several things should be kept in mind when recruiting volunteers for a school:

1. Have patience.

   Schools that for many years merely "tolerated" parents should not be surprised if their invitations to "come join us" in the day-by-day activities of the school meet with some reticence, skepticism, uneasiness and even fearfulness. Also, parents' memories of their own sometimes negative school experiences may subconsciously serve as roadblocks to active participation. It takes time to change feelings and attitudes. Start modestly; let successful experiences be your strongest ally.

2. Use warmth, friendliness, and the "human touch."

   No plan for recruitment, however well developed, will succeed unless it is continuously executed with friendliness, sincerity, and respect for everyone. Amount of education, condition of clothes, square footage of home, language spoken, color of skin and age, have little to do with the ability to be a productive school volunteer. Any screening procedures should be based on the principle of screening people in rather than screening people out.

3. Go after the volunteers.

   Most successful school recruitment programs do not wait for volunteers to come to them but develop plans to actively go out into the homes and community to bring them in. Be politely aggressive.

4. Maintain momentum throughout the year.

   Recruitment of volunteers is not a one time occurrence. Help can always be used in our schools regardless of the hour, day, or month. Recruitment is an ongoing, continuous process which takes advantage of people new to the community, new retirees, new decisions to "get involved," and positive word-of-mouth advertising.

5. Make it easy to serve.

   Forms to fill out, rules and regulations, and bureaucratic redtape are best kept to a minimum. Legal aspects of participation must be covered, but beyond that the important thing is to get people working with people.

6. Make the call to serve clear.

   A vague invitation to volunteers for an open-ended project will produce few responses; people want to know how much and what kind of a commitment they are being asked to make.

7. Put out the volunteer welcome mat.

   Invitations to join the school program will be more enticing and believable if the physical set-up of the school says, "Welcome. We're glad you're here. We want to make you comfortable." Creating a "parent space" somewhere in the school even though it is a corner in a room or the end of the hall, equipped with comfortable chairs (not those designed for six-year-olds), good lighting, coffee and bulletin boards will pay dividends for the school.

* * * * * * * *

WHO ARE OUR POSSIBLE VOLUNTEERS?

One of the biggest mistakes a school can make is to think too small regarding potential volunteers. Anyone beyond the age of eight or nine, who lives within commuting distance, enjoys working with others, and has a little extra time is a potential volunteer waiting to be recruited.

GENERAL CATEGORIES:

Parents

- Probably the largest, most interested group of potential volunteers in any school are the parents or guardians of the students. If these parents can be convinced that by lending a hand their children will benefit, the teacher will be helped, and they themselves will grow, a significant number will respond by saying "How can I help?"
- Time spent in efforts to recruit parents is well justified since it is within this group that perhaps the greatest opportunity for positive, lasting results in improving education lies. Parents may not only be helping the child at school, but may be simultaneously learning ways to help the child at home.
- Fathers as well as mothers can volunteer.
- Grandparents should not be overlooked.
- Unemployed parents may be a source of volunteer help. Even though this volunteer's service may be of a temporary nature, the experience may be enjoyable enough to look for ways to continue in some capacity even should the parent become employed.

Senior Citizens and Retirees

- Today 21 million Americans are over 65 — 10 percent of the population. Many have time on their hands and no place to go.
- This group of citizens represents assets and skills that hold great value for young people. Many have skills to share, pictures to show, stories to tell, experiences to relate and warm interest to give to the generation in school.
- Many cities have Retired Senior Volunteer Programs (RSVP), a nationwide part of Action. If the phone book has no listing for a branch of RSVP in your community, call Action's toll free number in Washington, D.C. (800) 424-8580, and ask for RSVP, ext. 28.

- Retired teachers and nurses have their own organizations — don't forget to contact them.
- Volunteers recruited in this age group should be reassured that discipline problems will be handled by the school staff and that their job will not involve teaching children how to behave.

Church, Temple and Synagogue Groups

- Though churches have their own need for volunteers, some of their members may have time enough to help at school as well.
- Volunteering at their community school can be thought of as fulfilling a "mission."

Community Clubs, Service Groups and Businesses

- The idea is growing that service to one's community benefits everyone. Some businesses are releasing employees on a regular basis to serve in their neighborhood schools.
- In Boston, five businesses have been actively involved in different ways — with funds, personnel, technical advice and assistance in the city's schools. (Caution should be exercised to clarify the goals so they are not twisted for the firm's ends. Aid must be accepted only if the firm involved is interested in public service and will invest in survival of our democratic way of life as the long-range goal.)
- Stamp, art, and garden clubs, square dance groups, ethnic societies, doctors' and dentists' wives, and musical groups should be considered possible sources of volunteers.
- Community volunteer organizations — make use of any existing organizations designed to promote volunteerism.

Neighboring Schools and Colleges

- Education and social work departments of nearby colleges may provide tutors or aides on a volunteer basis. This work is often part of courses taken for credit.
- Folklorico groups, drama classes, singing groups from junior high, senior high, and colleges need audiences for their productions. Elementary school students need the enrichment that such productions can bring.
- With careful training and supervision junior high and high school students can be used as productive volunteers. This arrangement requires coordination and cooperation between the staffs of the participating schools.
- Your school district may have an ongoing volunteer organization. Use it.

Cross-Age Tutors

- The personnel for such a program is already at the school. What is needed is the development of a plan for their use.
- Successful tutors can be found among all ability and age groups of a school's student body.

Adult Education Students

— Adults enrolled in classes given through adult education are possible recruits since they have already shown an interest in education.

Other

— School advisory councils, parent-teacher associations, labor unions, libraries, supermarkets, laundromats, and chambers of commerce all hold promise as being sources of volunteers. There may be others in your community.

— Encourage all parents, staff members, and even students of a school to think of themselves as "recruiting officers."

* * * * * * * *

TECHNIQUES FOR RECRUITING VOLUNTEERS

PARENTS:

Recruitment of parents by the office staff:

— The first opportunity to enlist a parent as a volunteer occurs when the child is being enrolled in school. At that time, every effort should be made by the office staff to project the school as a friendly, courteous, and well organized place. (This may require special training sessions with secretaries and clerks if they play any part in the enrollment process.)

— Before the parent leaves that first meeting, give a short explanation of the school's volunteer programs, ending with the question, "Where or how would you like to help?"

— If the parent is willing to sign up immediately, make the necessary arrangements and see that follow-through is set in motion.

— If the parent is unable to make a commitment at this time, give her a flyer or brochure explaining the volunteer program in greater detail.

— If there is a place for a poster related to the volunteer program in or near the office where the enrolling is done with names and pictures of already involved parents, direct the parent's attention to the poster. This is often worthwhile if only to give the feeling that this is a project already underway, and that many persons have already opted to become a part of it.

— Plan for a follow-up phone call or home visitation by someone connected with the volunteer program of the school.

Recruitment of parents by the teacher:

Of all the personnel in a school, the ones having the greatest opportunity to recruit parent volunteers are the teachers. The wise teacher will take advantage of all contacts and all methods of communication to try and persuade parents to become active members of the educational team.

— Before and after school . . .

To break down barriers and build rapport, share a few pleasantries as a parent brings child to school or picks up. Explain a project planned for the day, ask for advice as to how to make something, inquire about the new baby, and even state the wish that someone was available to play a new game with some children to plant the idea that help is welcomed and needed.

— Parent Conferences . . .

If your school uses parent conferences for reporting pupil progress, use that time to enlist help from those parents who are able.

— Field trips . . .

Ask parents to accompany the class on field trips. This can serve as a lead-in to regular volunteering.

— Home visits . . .

If care is taken to respect the feelings and sensibilities of parents, home visits can be a good way of establishing rapport with some families, leading, perhaps, to a commitment to help at school. Make the initial home visits positive and friendly with getting acquainted the primary purpose.

Ask for administrative assistance in providing released time for home visitations.

Invite children to the teacher's home. Though not directly involving parents, this nevertheless establishes positive feelings which may lead to action.

— School Social Functions . . .

Meet and visit with parents at school affairs whenever opportunities arise.

— Class or grade-level parent meetings . . .

Early in the year invite all parents to a "get-acquainted" meeting or party. This can be organized by individual teachers, a committee of teachers, P.T.A. room mothers, or the school auxiliary staff.

The purpose will be to get acquainted, explain the school program, and invite parents to become volunteers. Showing slides of the class in action is an effective technique to use at these meetings.

Be sure that plans for the parties include a system for following up with any parent who expresses interest in becoming a school volunteer.

— Telephone . . .

Next to face-to-face contacts, the telephone is one of the most effective and efficient recruiting tools available to teachers.

Some teachers find time to make a short call soon after school begins with the simple message, "Mrs. Smith, I am Mary Jones, Jimmy's teacher for this year. I'm glad to have your son in my room and look forward to meeting you soon. I hope we can work

together to see that Jimmy has a profitable year." A call of this nature, followed by "good news" calls, builds rapport between home and school so that when an invitation to come to school and volunteer is made, the chances for a positive response are increased.

— Written communication . . .

Publish a classroom newsletter written either by teacher or children or both to build parental interest in school. The newsletter, besides room news, can contain items stating specific jobs for which volunteers are needed. If teacher desires, a "reach the teacher" phone number can be included.

Send home child-designed "Help Wanted" notices describing what jobs need doing and how much time is involved.

Make personal invitations from the teacher in the form of a note enclosing a response card. Experience has shown that a personal invitation ranks high in effective recruitment techniques.

Recruitment of parents by the P.T.A. or other parent groups:

— Establish a hospitality committee to visit (or phone) families new to the school community and invite them to join the volunteer program.

— Include items in the P.T.A. or other school bulletins regarding the volunteer program — what is being done, by whom, as well as what needs have still not been met.

Recruitment of parents by active volunteers:

— Encourage active volunteers to recruit others by

Word of mouth.

Speaking at clubs, churches, and organizations.

Developing and showing slides of the volunteers in action.

Attending meetings and serving on committees of community organizations.

Recruitment by the School Advisory Council:

— Enlist the council's cooperation and ideas for publicizing and implementing the volunteer program. Report progress of their efforts at their meetings.

Recruitment through Adult Education classes:

— Provide classes for adults at the school, so that the school becomes thought of as a community center and deserving of support.

Recruitment by Questionnaires:

— Some schools send a flyer or questionnaire home with every returning student early in the school year.

— Individual teachers may send their own questionnaire. From the returns, a resource file can be organized containing information about special skills, talents, and interests of parents.

— The questionnaires should be:

- non-threatening.

- positive — not "will you help?", but "in what way will you help?"
- easy to read.
- translated into other languages, if needed.

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TECHNIQUES FOR RECRUITING COMMUNITY VOLUNTEERS

(such as senior citizens, retired teachers, interest groups, business organizations, etc.)

General Publicity:

— Use all available media for publicizing*:
  - Newspapers.
  - Posters: in local business and industry, colleges, grocery stores, gas stations, churches, restaurants, coffee houses, banks, libraries, and public places.
  - Brochures and flyers: in physician's and dentist's offices, beauty and barber shops, hospital waiting rooms, fraternity and sorority houses and any other place where people congregate.
  - Radio and television, e.g. announcements on talk shows.
  - Organizational bulletins and newsletters.
  - Existing volunteer organizations.

*This publicity should be honest, appealing, factual, personal, informative, and readable. Give name and telephone number of person to contact for further information.

Personalized Publicity:

— Send letter to community organizations regarding the need for volunteers and follow-up with a phone call.
— Make it known that someone from school is available with talks, slides, etc. about the school volunteer program for use as programs for organizations.
— Invite groups to visit schools to see the program need for themselves.
— Watch news stories in papers about people with special skills. Contact and invite them to share that skill with your school.
— Encourage volunteers who are members of other organizations to spread the word. Encourage friends to invite friends.
— Watch the neighborhood for possible volunteers. If a class takes a neighborhood walk, be alert to possible recruits.

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OVERCOMING PROBLEMS RELATIVE TO RECRUITMENT

Preschoolers at home:

— If there is space available at school, babysitting arrangements can be made for preschoolers at the school site. (Some school districts have acquired a mini-bus to serve as a baby-sitting facility when no other space was available.)

- If no space is available at school, parents with preschoolers can be encouraged to alternate babysitting duties in their homes so that one parent can be free to volunteer at school.
- Provide activities that can be done at home such as making games, correcting papers, assembling art materials, and sewing puppet costumes.
- Organize night workshops when others are home to baby-sit.

Transportation difficulties:

- Arrange for car pooling.
- Ask service clubs, P.T.A., senior citizen organizations, for donations of money to be used to provide public transportation tickets for volunteers.
- Use school community worker (if available) to pick up volunteers.
- Use other volunteers to serve on transportation committee.

Working parents or volunteers with irregular hours:

- Provide activities that can be done on a "time available" basis such as preparing materials for projects, making games and sewing costumes.
- Keep file of miscellaneous tasks for "drop-in" volunteers.
- Encourage parents with varying days off to be on a substitute list.

TRAINING

Once someone has agreed to join the educational team and give a few hours of time to the school, it becomes imperative that every effort be made to prepare that person so that his efforts will be productive and satisfying both to himself and the children with whom he will work. The school **must** develop a plan to orient and train the volunteer. The exact nature and degree of thoroughness of that plan will vary from school to school, because, as with all aspects of the volunteer program, the training portion should take form as a result of teacher-parent-administration cooperation and involvement.

The more successful volunteer programs have worked the following elements into their training program. They:

1. Have worthwhile and well thought out goals for the training program.

   Well trained volunteers should be knowledgeable about (a) the objectives of the volunteer program (b) their roles in the program and (c) the skills that will be necessary to make their assignments successful and personally rewarding.

2. Involve teachers in the training.

   The most crucial problem in volunteer training does not involve volunteers, but teachers. While teachers are thinking about ways to train and use volunteers they are themselves being trained to accept and make efficient use of the extra hands the volunteers provide.

3. Keep improving.

   Like recruiting, training of volunteers is never over and done with — it is an ongoing process, a matter of continuous communication and sharing. Certainly there is apt to be a greater need for training sessions at the beginning of a school year, semester, or inauguration of a volunteer program than at other times. However, provisions should be made for periodic reinforcement of skills and knowledge throughout the program. Individual volunteers can be taught to assume increasingly difficult functions as their skills and confidence grow.

4. "Spice up" the training sessions.

   With so many different ways of transmitting ideas available to educators today, there is no excuse for dry, "ho-hum" lectures. Make use of slides, motion pictures, tape recorders, testimonials, role-playing, small group discussions, skits, classroom observations, etc.

5. Have patience.

   As with anything new, it is unrealistic to expect perfection in the operation of a volunteer program no matter what the training and orientation program is. In the beginning, as teachers are learning to use the services of volunteers and volunteers are learning to help them, it is to be expected that procedures and ways of working together may not be entirely clear or comfortable. Perseverance, coupled with a spirit of cooperation and problem-solving are crucial ingredients for success.

Experienced teachers tell us that training volunteers to work in the classroom sometimes seems like an extra burden at first. After a time, however, that feeling of extra burden is usually replaced with appreciation for the extra hands.

There are ways to speed the transformation from burden to appreciation:

a. Make reusable "job" or "task" cards for centers and other jobs.
b. Tape directions for a center or a lesson so the volunteer can play it.
c. Let one volunteer train another.
d. Give volunteers materials to take home and develop a plan for use that can be shared.
e. Encourage creativity on the part of volunteers. As their ideas are listened to, their sense of responsibility and commitment increases.

6. Ask for help from the administration.

The administrative staff of a school may find it possible to provide some released time during the school day when volunteers and teacher can plan and talk together. This is especially helpful at the beginning of the volunteer's entrance into the classroom.

It's a good idea to keep the administration apprised of your progress with volunteers along with any ideas for improvement of the program.

7. Cover all bases!

Training of volunteers can be thought of as being of two basic kinds — **general information** training or orientation and specific **how-to** training.

The general information type of training has as its purpose providing for volunteers an overview of the school, its objectives for the students, the role and responsibilities of volunteers and, in general, setting the stage for an informed commitment to the school. It is hoped that, receiving this type of information will increase a volunteer's awareness of his value and place in the scheme with an accompanying heightened sense of responsibility and concern.

The specific "how-to" type of training gives volunteers specific skills that will make them effective in doing the jobs they are assigned. This may include such things as how to tutor a child in math, how to run the ditto machine, or how to reshelve books in the library.

Both types of training are important to insure a successful volunteer program.

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GENERAL INFORMATION

Examples of types of useful general information are:

— **School budget and sources of income.**

If the school has a special program such as E.C.E., E.S.E.A., bilingual, E.D.Y. or other, explain the significance of those programs and how they affect the school.

To reinforce the value of the volunteer program, explain district tax limits and the school system's current and future needs.

— **Philosophy of the school.**

Explain how the administrator and teachers feel about ideas such as individualized instruction, continuous progress, creativity, openness, recognition and appreciation of all cultures.

— **Plant layout**

Take the volunteer on a tour of the school premises to acquaint him with the location of the library, various offices, supply areas, workrooms, emergency exits, cafeteria, auditorium, playground, restrooms and other facilities. Point out where audio-visual equipment, ditto machines, and the like are stored.

If this tour is coupled with an introduction to available teachers, librarians, counselors, secretaries, cafeteria workers, custodians, and other school personnel, the chances for becoming and feeling like accepted members of the school staff increase.

— **School calendar and schedules**

Explain daily schedule for beginning and closing school, recesses, lunch, and variations, as well as days when school will be closed.

— **Safety policy**

Delineate necessary playground rules, hall decorum, emergency procedures — whatever safety regulations are in effect at school.

Explain drills of various kinds (fire, earthquake, air-raid), their frequency and purpose.

— **History and importance of the volunteer program**

. . .in the nation, in the district, and at your school. Booklets are available from the National School Volunteer Association to help explain the program. Your district may also have materials available for hand-out.

— **Responsibilities of volunteers**

Explain necessity for

a. chest x-ray or T.B. patch test.
b. maintaining consistent and regular attendance for teacher's and children's sake.
c. participating in training programs.
d. maintaining high standards of ethics by
   - avoiding discussing or comparing individual children.
   - observing discretion in commenting upon the performance of individual staff members.

- respecting the confidential nature of records involving students.
- refraining from political activities while at school.

— **Nature of children**

Explain what is reasonable to expect of children physically, emotionally, socially at various ages and stages of their development.

Delineate some of the ways volunteers can cope with children's acts of aggression, indifference, and dependence toward new adults in the classroom.

Discuss how to effectively overcome any adverse reaction a child might have when his/her parent is working in his/her classroom. (See **Overcoming Problems** — "over-indulgent parents.")

— **Basic skills instruction**

Explain basic philosophy of the school curriculum especially as it relates to the three R's. Discuss any experimental or new programs or materials which are in use so volunteer will have background understanding if asked to share in their implementation.

— **Legal role of volunteer**

Though this is rarely a problem, volunteers need to know that the responsibility for the education of the children in a particular classroom rests ultimately upon the teacher and that all personnel in that classroom fall under the direction and supervision of that teacher. Methods for handling differences of opinion should be established before the need for them arises.

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Since the aforementioned information is general in nature and the same for all of a particular school's volunteers, the personnel used to provide the training is usually someone other than classroom teachers, though teachers may be called upon to contribute to parts of the training.

The principal or his designated representative is often the organizer of a plan to provide this general training. The plan may include the use of other volunteers, adult education classes, district consultants, school personnel, district volunteer office personnel, or any others that are felt to be useful.

Miscellaneous tips for imparting general information

- Don't overdo the talking. A few short meetings are often better than one long one.
- Some of the general information can be put into a "Volunteer's Handbook" to be given to volunteers to read at their leisure.
- There will be an occasional volunteer who will ask to be excused from this aspect of the volunteer training program. Alternative methods can usually be found for acquainting that volunteer with the necessary information while "on-the-job".
- It might be feasible to plan future meetings with volunteers to handle questions that may arise after they have worked for a while.

- A reference library of articles, books, and pamphlets of interest to volunteers might be organized -- perhaps by the volunteers themselves — to give them a place to find information on community involvement or education in general.
- Refreshments and baby-sitting arrangements for these orientation meetings help attendance.

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SPECIFIC "HOW-TO" TRAINING FOR HELPING IN THE CLASSROOM

Since each volunteer is different and each teacher is different both in style of teaching and in the way of making use of volunteers, no one way can be said to be the best way to train volunteers to perform the specific tasks which will be helpful to a specific group of children. Each combination of teacher and volunteer presents different opportunities and challenges to both. Learning to work as a team for the benefit of children is best handled by the persons involved — no one from outside can do this for a teacher or the volunteer. Teachers are accustomed to individualizing instruction for children; so, too, will they want to individualize their training program for each of their volunteers.

More work, you say! Perhaps at first, but the dividends are well worth the effort. A good training program does not have to be complicated. It represents an investment of good will, a few recesses or lunch periods and a little thought.

Talking with teachers who have successfully met the challenge of training volunteers so that they have become a real help and truly positive force in the classroom, several generalizations surfaced:

1. A smile goes a long way.

   Don't forget that many volunteers feel inferior, unsure that they will be able to meet the challenges which are ever present in a classroom. Warmth, good humor, first names, and shared insights, build confidence in volunteers. With this confidence comes the desire to learn how to help and the stage is set for instruction.

2. Analyze the volunteer's strengths and weaknesses (informally and discreetly, of course).

   Every teacher spends considerable time and energy diagnosing the strengths and weaknesses of her students so that they and s/he will have the best chance for a successful year. S/he's learned that it's foolhardy to ask a child to do something for which s/he lacks the skills to be successful. On the other hand, the child who is bored and unchallenged by work that is beneath his/er ability is a problem. So, too, it is unfair to ask a parent to do a task for which s/he is not yet ready; and it is equally unfair not to use all the skills which s/he possesses.

   As soon as it is possible, preferably on the first or second working day, ask a volunteer to do one of the following (or similar) things:

- read a story to a small group.
- listen to someone read.
- play a game with a little group.
- supervise the paint center.
- drill with flashcards.

Observing from a distance, the teacher can pick up many clues as to how much and what type of guidance that volunteer will need to become a productive member of the classroom team. Interest in children, ability to change pace when needed, ability to meet and solve problems, degree of confidence in one's ability to deal with children, and nervousness or lack of it, are the kinds of things that can be noted by a discerning teacher and used in planning an effective training program.

Conversation about hobbies, interests, fears, and preferences rounds out the picture for the teacher.

3. Make a plan.

A plan at this point need not be elaborate — it should be primarily a recognition that people are different and deserve to be treated differently.

This may be a good time to ask the administration to try and arrange some released time so that the volunteer and teacher may plan together.

Types of things that might be included in a plan are:

"This volunteer should probably work one-to-one for a while before being put in charge of a group of children" . . . or

"I'll need to have some discussions with this volunteer about the use of the voice as a teaching tool" . . . or

"This volunteer shows considerable interest and skill in math — should be able to take over a math center soon."

4. Put your volunteer to work.

The sooner a volunteer feels useful and needed in the classroom, the better. The quickest way to get this feeling transmitted to a volunteer is to assign a **specific** job with a short explanation of its importance. Vague instructions such as, "Circulate around and help any child who seems to be having difficulty," are sometimes threatening to a new volunteer and at best do not promote the feeling of being needed. Meeting the volunteer at the door with the statement "I will not be needing you today, why don't you ask Mrs. X in Room 8 if she needs any help?", likewise does little to bolster a person's feeling of importance and value.

Give specific directions. Keep your volunteer busy. Vary her assignments. Let her know she's contributing and appreciated. As s/he leaves for the day, give her/im a thought about how s/he will be needed on her next volunteer day. If appropriate, give her/im something to work on at home — with her/is family.

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Following are some training tips for jobs which volunteers are most often asked to do in a classroom. (This is by no means all inclusive nor in any way intended to limit the way in which you choose to use or train your volunteers.)

1. General routines:

   Since research has shown that over 35 percent of a teacher's time is spent doing "non-teaching" activities, it is important that volunteers be trained to take over as many of these duties as possible so that more of the teacher's time will be available to do what s/he is trained to do — help children learn. (A word of caution — do not limit a volunteer's assignments to these housekeeping duties. S/he can and probably will do that at home with more satisfaction. Be sure that some of the volunteer's time is spent in direct contact with children; that's where the action and satisfaction is.)

   Every volunteer should be taught

   - where to put coats, purses, umbrellas, etc. (their own and children's).
   - where and how to sign in and out.
   - how to get classroom ready for children — opening windows, arranging chairs, preparing materials, etc.
   - how to help children clean up after themselves and make classroom ready for next activity.
   - where to look for plans for the day — in a plan book (where kept?), on chalkboard, on task cards, on tape recorder. (Plans that show the total program for the day including what all the adults will be doing are superior to plans for each volunteer in isolation.)
   - where to put evaluations, suggestions or anecdotes regarding children with whom they have worked.
   - where to put children's work so that teacher may see.
   - how to record children's progress.
   - how to conduct opening routines — attendance, flag salute, milk money, sharing time, etc.
   - where materials are kept and what degree of orderliness is expected of children and adults.
   - how to use spare minutes during a day to do general housekeeping activities. Lists of these activities can be put on task cards and stored in a specific place.

2. Reinforcement of a skill using a game:

   Though few volunteers should be asked to teach a new concept to children if for no other reason than that they are not in daily contact with children, they are still capable of providing practice in the concept through activities such as games.

Volunteers should be taught

- that games in a classroom are used for many purposes, such as
  to reinforce academic skills in language development, reading, math.
  to develop social skills.
  to extend attention span.
  to build good self-concept.
- that it is important to know how to play (and have had actual experience playing the game) before attempting to play it with children.
- that there are techniques for maintaining order and decorum while playing a game and shown some of these techniques.
- that children can and should learn to assume responsibility for care of games and materials.

A short discussion before assigning a volunteer to a game table should be all that is necessary to get these ideas across. Experience will do the rest.

3. Managing a center or teaching a small group:

It doesn't take a lot of time to train a parent to help children. Parents take training very quickly. Volunteers can operate pretty much as a student teacher does. They can watch, discuss what's happening with the teacher, and by following the teacher's lead begin to take over. (Time required will vary with volunteers.)

When the volunteer seems ready, let her/im take over, furnishing her/im with written directions or cues (on reusable task card) to be used as a crutch when needed.

Talk over the experience when convenient, specifically reinforcing such things as the importance of

- letting children discover as much as possible for themselves rather than "telling" them.
- maintaining high expectations of thinking and behavior.
- using good questions to deepen understanding of concepts.

Volunteers should also know the purpose of the center, who can use the center and when, what activities are involved in the center, including record keeping, and how the center can be extended by students.

4. Tutoring:

Probably one of the most prevalent uses made of volunteers is in the area of tutoring individual students. It is an extremely valid use of a volunteer's time.

A volunteer should know that tutoring has at least three purposes:

- to improve the educational achievement of the student.
- to improve the student's picture of himself and demonstrate that he CAN learn.
- to widen the horizons of the student through contact with a concerned, helpful, friendly person.

Training to meet these purposes will depend on the volunteer's skills, the subject being covered, and the level of the student's ability.

A teacher may choose to

- let the volunteer devise her own plan.
- give considerable instruction and direction to the volunteer.
- ask for help for the tutor from available auxiliary staff or special courses for volunteers.
- provide volunteer with written material related to tutoring (Los Angeles City Schools has a handbook, for example).
- combination of above.

Whichever method a teacher chooses to train a volunteer for tutoring activities, the following should be made clear:

- Tutoring demands a definite commitment on the part of the volunteer. Few things will kill a student's faith in a tutor and the program quicker than having a tutor or volunteer who fails to appear at the scheduled session.
- The less work you do for the tutee the better. While it is quicker, easier, and less frustrating for the adult to do a problem or an assignment, it is of little permanent help to the student. "Help her / im learn how to do her / is own work."
- Listening, asking questions, and getting the child to think for himself are important tasks for a tutor.
- Making the experience satisfying and fun for the tutee provides the fastest results. This will require careful planning and thought on the part of the tutor.

5. Enrichment — one or two presentations by a volunteer to supplement and enrich a unit of study:

   Bringing persons from the community into the classroom to broaden children's source of information is a growing phenomenon. The effectiveness of these presentations can be increased if the presenters are made aware of a few principles. These may be presented during a conversation prior to the demonstration, or may be put on reusable task cards. Items such as the following are helpful:

   - Define your purpose (at least to yourself).
   - Use simple language — fitting the age of the children involved.
   - Use concrete objects whenever possible.
   - Involve all students with "hands on" experiences, if possible.
   - Keep the presentation short and interesting.

   Whenever possible, plan a follow-up lesson, or if that is not possible, communicate in written form with the class. Any materials that may be left for the students to look at more carefully is worthwhile.

6. Interpersonal relationships:

   When adults other than the teacher become a regular part of the classroom, there will need to be communication and understanding between the teacher and those adults regarding expected classroom behavior for children.

Much of that communication can be nonverbal in nature — teacher showing by example what standards she feels are important and the volunteer imitating or following that example.

To augment the training-by-example, it may be valuable for teachers and volunteers to have short discussions regarding the value of

- being consistent.
- knowing playground and classroom procedures and rules and consistently maintaining them.
- using positive reinforcement for progress toward established goals.
- planning and discussing activities with children both before and after implementation — putting children into the act.
- showing children that you trust them.
- patience; knowing that some things such as self-control, are hard for children to learn and take time.
- helping children learn how to solve relationship problems for themselves.

7. Supervising students:

One of the easiest entry tasks for volunteers is supervising youngsters working individually in reading, math, spelling, science, or art or supervising an activity that requires only that an adult be present. The tasks that volunteers can perform in these situations involve such things as

- assisting with the selection and distribution of individualized materials.
- answering questions that may come up.
- encouraging students.

USING VOLUNTEERS

IN THE CLASSROOM

Classroom use of a volunteer must, of course, be dependent on the needs of a particular classroom and on the abilities of a particular volunteer. However, a teacher who carefully appraises what each volunteer brings to the job and helps him grow in skills will find that he may eventually fulfill many, if not most, of the needs of that room.

If a teacher were to begin as the school day starts and list as they occur, all the things she does that **do not** require professional expertise, the list would be similar to this one:

- open windows and adjust blinds
- write calendar and assignments on chalk board
- make and run dittos
- put out materials, equipment and supplies
- mix paints
- help with boots — supervise coatroom
- put paper on easels
- conduct opening exercises
- collect money
- supervise children's water play
- play a word game
- write a story as Suzie dictates
- watch as Sonia traces a word to make sure she is forming letters correctly
- interview Mark and help him choose a book of interest to him
- explain a manipulative math activity to Kelly
- supervise the playground during recess
- put notices to go home in mailboxes
- frame a finished picture
- supervise clean-up of paints and brushes
- write a note to send with Cordie to the nurse about her knee
- fill out a check list for the office
- listen to Gerry practice her reading
- explain directions for independent boardwork to John who was not listening the first time
- read the spelling practice list to James
- pass out lunch tickets — check lunch money
- help hunt for Jenny's lost lunch
- read a story to a group
- help children who are reading silently
- rearrange the table for group committee work
- supervise a working committee meeting of children preparing a puppet show
- pass out papers to go home
- supervise coatroom, help with coats, boots
- pull papers, explain seat work, and mark pages in book for Billy who is going on a trip and will need homework

And, though the list will vary according to the teacher's assignment, it is with just such a list that plans for using volunteers in a classroom should begin. This has the added value of showing the teacher his/er real need to have volunteers and the enormous benefit they can be to her/im professionally. Given the number of students and the number of teacher hours, even without the burden of non-teaching tasks, a teacher is unable to meet the individualized needs for face-to-face attention of a class.

A wise teacher will assign a volunteer to a wide variety of tasks so that s/he becomes proficient in many areas, and his/er value as an "experienced" volunteer increases. In this way his/er work also becomes more gratifying, for example,

- doing a clerical job of running a ditto is not merely a mechanical task if that same volunteer will be using a copy of that ditto to reinforce a language skill with Shelley later in the morning.
- washing paint jars and brushes is not a tedious chore if at the same time the volunteer is remembering having given a successful explanation of the art project for the day and watching the pictures that followed.

The objective is not to make each volunteer a "jack of all trades," but to utilize all his/er capabilities and keep the job interesting and productive through variety. Well trained volunteers may relieve the teacher of virtually all routine duties.

A more extensive listing of the uses to which a teacher could assign a volunteer might be as follows:

1. **CLERICAL**
   - — ordering and returning books and audio visual materials
   - — making instructional materials
   - — keeping records of children's work and progress
   - — keeping records of volunteer time
   - — filing materials
   - — taking roll
   - — grading papers or tests
   - — decorating room bulletin boards
   - — checking playground equipment
   - — putting information and lessons on the chalkboard
2. **HOUSEKEEPING**
   - — cleaning and dusting
   - — washing paint jars and brushes
   - — straightening closets and cupboards
   - — counting, sorting, and storing games and activities
   - — following through as children learn to clean the room, put away materials, and maintain equipment
3. **SUPERVISORY**
   - — sit with children at a play or assembly
   - — watch children at recess
   - — attend a field trip and care for a small group
   - — eat lunch with a group in the cafeteria or in the room on rainy days

In addition to the routine duties which a volunteer can do for a teacher there are many other "teaching related" tasks which can be performed:

1. **SUB-TEACHING** (teaching reinforcement)
   - dictate spelling words
   - listen to reading practice
   - drill work on words, phrases, math flash cards
   - supervise games and small group activities
   - listen to children
   - help with art and music
   - help with written compositions
   - help children who were absent from class to catch up
   - give reinforcement to children new to the class
   - supervise individual testing
   - set up centers of interest
   - work with children publishing class newspaper
   - supervise committee doing social studies research
   - work with projector, recorder, or listening posts
   - repeat a lesson for a child who didn't get it

2. **TUTORIAL**
   - listen to a child
   - give one-to-one help in math, reading, and science as a follow-up to concepts already introduced by the teacher
   - build child's confidence through a relationship of mutual respect
   - give individual help with writing and spelling

3. **ENRICHING**
   - share a special skill (sewing, cooking), experience (trip, job), talent (music, art), or information (science, job) through a demonstration, pictures, films, objects, dances, plays, or costumes
   - help children produce a project based on a specialty (write a book of poetry, build an experimental playground toy of vinyl and foam)
   - take a workshop that the teacher is not able to attend and bring the information back to present to the class
   - serve as an interpreter for bilingual children or teach a second language
   - record foreign language experience stories
   - be the class expert for the study of a special culture or country (collect materials, prepare food, costumes)
   - accompany class or small groups on study trips pertaining to a specialty
   - an entire school might decide to work together using an hour a week for five or six weeks to conduct fun shops or mini-courses. Children may choose from classes manned by resource volunteers, teachers, and other staff members who teach their "specialty" (ballet, gymnastics, pottery, cooking, flag football, macrame, chess).

The above lists could go on and on as the possibilities are endless. The school plan will dictate extending or cutting volunteer use, and grade level will also change all but the most general items.

CROSS-AGE TUTORS

Although cross-age tutors cannot in the strictest sense be thought of as "volunteers," they can play an important role in a volunteer program.

a. We know that in some instances children learn more easily from children than from adults. Therefore, schools are already equipped with older children within the building or in the multi-age classroom who provide a ready and able source of volunteer help.

b. Using cross-age tutors requires careful choice of learning tasks and consistent follow-up checking by the teachers.

c. The use of children to help children depends on the older children available at the school, their abilities and dependability, as well as upon the needs of the younger children. Thus the form that a **minitutor, cross-age tutor**, or **big brothers and sisters** program takes will differ greatly from school to school.

d. Teachers taking the time and working together to organize and utilize such a program will find that the rewards and gains flow in both directions. The older child will benefit by growth in self-esteem, confidence, patience, academic skills, and human relations just as the younger child will.

Possible ways cross-age tutors might be used in the classroom:

— a team of minitutors may be assigned to give general help in a classroom one day a week at a special time
— an entire upper grade class may be assigned for a period each week to a lower grade class, and the children paired for the entire year (the older child develops a sense of responsibility and a real concern for "his" child)
— upper grade students may be assigned to supervise an interest center one period a day (woodworking, plants, blocks)
— one upper grade tutor may be assigned to a child who needs extra practice learning a skill or who needs extra attention to build confidence
— an older child may be assigned to a child who finishes her/is work quickly and can use the time to help her/im move ahead or develop a personal interest
— special projects utilizing a mutual interest of an older and a younger child could be planned

USING VOLUNTEERS WITH A SUBSTITUTE TEACHER

Volunteers can make a day of teacher absence a day of regular business for the children if the substitute is secure enough to let the volunteers lead the way. Choosing substitutes who feel comfortable with volunteers is essential if the teacher wants her/is program to continue unbroken in her/is absence.

1. The teacher should take care to notify her/is volunteers if s/he expects to be gone. They will need to be prompt and may need to assume more of the routine tasks than usual.
2. Assignments for each volunteer should be planned ahead by the teacher or special "substitute plans" always available in the office or in the room should include familiar tasks for volunteers.
3. If a substitute does not want volunteers in the room and other substitutes are not available, the volunteers should be notified and reassigned for that day in the school.
4. If a school district is sincere in wanting volunteers in their schools, "How to Work with Volunteers" should be part of their substitute training.

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USING VOLUNTEERS IN THE SCHOOL

Helping the LIBRARIAN

Working in the library or media center is sometimes the ideal assignment for a beginning volunteer, a shy, fearful volunteer, or the volunteer who prefers a quiet, slower paced job with only a little direct contact with children.

1. **CLERICAL**
   - — keep records of teacher suggested materials so that when and if funds are available they can be purchased
   - — catalog, distribute, inventory books
   - — write and deliver overdue book notices
   - — collect fines
   - — type cards
   - — check books in and out
   - — shelve books
   - — clip articles
   - — check audio-visual, media-center materials and equipment in and out to teachers
   - — catalog, distribute, inventory media center materials and equipment
2. **SUB-PROFESSIONAL** (librarian)
   - — supervise library on days when librarian is not present (mornings and afternoons)
   - — help children find books and information
   - — show filmstrips and films
   - — read or tell stories
   - — set up recorders, listening posts, projectors
   - — organize and run a "Book Bank" (many usable books collected and distributed to children who have few books at home)
   - — conduct a paperback book sale (school wide)

- keep the library open during the summer
- collect books and set up a library for parents containing teacher's guides used at the school, books on parenthood and personhood, etc.

Helping the NURSE

1. **CLERICAL**
   - keep records
   - type referral slips
   - file data sheets
2. **Sub-Nursing**
   - comfort children
   - take sick children home if necessary
   - take temperatures
   - give minor first aid

Helping the COUNSELOR

1. **CLERICAL**
   - help with pre-kindergarten enrollment
   - fill out referral sheets
   - type forms, letters
   - file
   - post test scores
   - tally attendance
   - mark tests
2. **SUB-COUNSELING**
   - supervise individual testing
   - obtain routine information
   - contact parents, set up conferences

Helping the PRINCIPAL

1. **CLERICAL**
   - help enroll new children in September
   - fill out forms, help with paperwork required for various programs (ESEA, EDY, ECE, etc.)
   - filing
   - typing
   - answer telephone, make routine calls
2. **GENERAL SERVICE**
   - hall duty, bathroom check, playground, lunch duty
   - run errands
   - sell P.T.A. items

Helping the SECRETARY

1. **CLERICAL**
   - keep records
   - type
   - building book inventory
   - tie and return books
   - audio-visual materials check, send notices
   - answer telephone
   - supervise desk (answer questions, help children) while secretary completes special reports, etc., uninterrupted

With school wide use of volunteers comes the need for someone to be in charge. Organizing the volunteers and keeping the program running smoothly is essential if the volunteer program itself is not to increase the work load of the school. Many schools have solved this problem by placing a coordinator of volunteers in their school volunteer program when it is first written. This position may be a volunteer one or if the school decides and the funds are available it might be a paid job.

Volunteers may also be used to support such a coordinator in the following ways:

Helping the COORDINATOR of VOLUNTEERS

1. **CLERICAL**
   - keep records (hours, kinds of work done)
   - maintain files (enrichment, resource people and the uses made of them)
   - telephoning (absent volunteers, follow through for teachers)
   - type brochures, handbook, newsletter, notices home
   - collate, bind, and mail the above

2. **SCHOOL COMMUNITY LIAISON**
   - contact parents and organizations in the school community (phone, letters, visits)
   - set up appointments for speakers to attend club or organization meetings
   - attend meetings of neighborhood clubs, organizations, coffee klatches, churches, etc. to explain and promote volunteers and the school
   - promote good public relations and communication between school and community (getting to know most parents as friends, speaking for those too shy or fearful to speak for themselves)

3 **RECRUITING AND TRAINING**
   - share personal volunteer experiences with potential volunteers
   - interview potential volunteers
   - help with orientation, general and classroom training
   - help make follow-up phone calls or visits
   - obtain feedback to pinpoint training needs

USING VOLUNTEERS AT HOME

For the working parent, the mother with small children, and the father with rigid working hours, volunteering at home may be the only means of contributing. While this may seem like a "second best" way, teachers with several of these back up volunteers would agree that they carry a large work load and provide an important service to the classroom.

1. **CLERICAL**
   - — making educational materials
   - — filing and sorting
   - — binding books for children's stories
   - — marking papers
   - — making decorations for classroom (bulletin boards, cut outs, flannel board stories)
   - — setting up baby-sitting exchanges for volunteers (telephone)
2. **SUPERVISORY**
   - — baby-sitting for a parent who is volunteering at school
   - — organizing a club for parents to share baby-sitting
3. **HOUSEKEEPING**
   - — looking up recipes for specific class lessons and trying them out (cookies that use no sugar — carrot cake)
   - — sewing, putting name tags on clothing, making classroom pillows, mending parachutes
   - — washing paint shirts
   - — playing new games with own children at home and explaining it simply and quickly to the teacher to save time — or the volunteers own child may teach other children at school
4. **OTHER**
   - — make a pattern giving sizes for a special woodworking project
   - — precut lumber to make it easier for children to handle
   - — mend toys and equipment
   - — contact persons with a particular talent or specialty needed at school — set up a lesson or gather information
   - — read a technical book and summarize it in quickly understood language to save a teacher time

KEEPING VOLUNTEERS

Humans from the moment of birth tend to continue doing those things which give them satisfaction and pleasure and to avoid or stop doing that which is unpleasant and without reward. Scientists have proved this with innumerable studies; you and I know it from personal experience.

When this fact is applied to school volunteer programs, the job of keeping volunteers coming becomes one of increasing the possibility that volunteering will give satisfaction and pleasure and seem worthwhile, and minimizing the possibility that volunteering will be unpleasant or unrewarding.

Many, if not most of the important jobs we as adults are asked to perform outside of the home, especially if done on a regular basis and with considerable time involved, include some provision for payment or tangible reward (usually in the form of money). Money is not available to pay volunteers for their services. Without this powerful source of reward, the job of the school is to provide enough satisfaction and pleasure in the act of working with and for children to keep volunteers returning regularly week after week. The school has no real hold except in this intangible way. If handled properly, however, the need within most of us to be of service, to feel needed, to cooperate with others in a worthwhile cause and to have fun is strong and can act as a very powerful reinforcer. Planning to make full use of the methods of rewarding volunteers which are available to school personnel deserves a careful spot in the planning and implementation scheme for a volunteer program.

Following are a few suggestions:

1. A good school climate is reinforcing to volunteers.

   Though the job we ask volunteers to do is a very important one and deserves to be taken seriously, still there can be strong elements of pleasure and joy about it so that coming to school to work becomes something to look forward to. It will take the cooperation of the total staff and student body to make the climate of the school reinforcing to volunteers. Good pre-planning for volunteers will include conversations with the **entire** staff about the importance of being "pleasant."

2. Don't wait until the "Spring Luncheon" to let your volunteers know they've been helpful and appreciated. (They may not be around by spring).

   Adults, like children, enjoy knowing how they're doing and what they're doing is worthwhile. A word of thanks, a nod of approval, a gentle touch on the shoulder can go a long way in the life of a volunteer. Annual, monthly or bimonthly award recognition programs or luncheons are important to volunteers, but the day-to-day recognition gives the volunteer a sense of deep gratification that she is not a useless rung or extra cog wheel. Recognition and praise also help combat feelings of insecurity, fear and failure.

Well chosen words of praise are powerful training tools as well. Catch a volunteer doing something well and let her know you're pleased. You can be sure she'll try to repeat that behavior and even enlarge upon it.

3. Be specific in your praise.

   Changes in children as a result of more individual attention made possible by the volunteers are subtle and not easily perceived. A wise teacher looks for ways daily to give his/er volunteers knowledge of the little results s/he notices. Things such as, "Johnny seems to be having fewer fights on the playground since you've been giving him some undivided attention and building up his confidence," or "Since you took over the paint corner have you noticed that more and more children are using it with more obvious enjoyment?", or "Now that you've taken over the lunch ticket routine, I've had time to give Sam the little extra help he needs to finish his math assignment before lunch."

4. Show concern for your volunteer's creature comforts.

   By doing this you are saying, "We're glad you're here and we want you to be happy so you will continue to come."

   Make arrangements for coffee or smoke breaks if necessary. See that there is a comfortable and convenient place in which to work. Make adjustments for any physical limitations a volunteer may have (especially for older volunteers). Bring an occasional treat to share at recess.

   The thoughtfullness you show will be returned to you manyfold by the willingness and consistency of your volunteers.

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REWARDS

1. Tangible Rewards:

   If your volunteer program seems to need a "shot in the arm" to get it going or to rejuvenate a sluggish season, there are tangible ways to increase the incentives to volunteer. Willard Elementary School in Long Beach, California, established a "Country Store" which consisted of items of merchandise donated by local merchants, and white elephants from the community and staff. Each of these items was tagged with a number — the higher numbers going to the more valuable items. A committee of parents devised a "pay scale" for services rendered: 8 points for babysitting for ½ day, 12 points for working in a classroom ½ day, 4 points for baking a cake for the parent's room, etc. Parents could trade their accumulated points for desired objects from the "country store." (It was the experience of Willard School that interest in this project was high at first, but as the volunteers became interested in their work with children, the need for the store waned.)

Another incentive that falls in the tangible category has been used by some schools which, because of special funding, are able to hire "instructional aides" from the community. By choosing these aides from the persons who have been faithfully volunteering for a stated length of time, the volunteer program becomes a stepping stone to paid employment.

Some parochial and private schools have used negative tangible reinforcement to promote increased volunteerism. If a parent does **not** help at school, the family is asked to pay slightly higher tuition for its enrolled students.

2. Semi-tangible Rewards:

New ways to recognize volunteer services are constantly being developed and sought. Among various methods that schools have used are the following:

- Identification awards in the form of pins, badges or wallet cards
- Thank you letters or postcards written by the students or teachers. These can be placed in a scrapbook or a special "Volunteers' year book" made as a class project.
- Certificates, with or without ribbons and gold seals, diplomas, plaques, statues or distinguishing pins depicting volunteer hours served.
- Picnic lunches or Family Fun Day with invitations to a volunteer's family
- Press releases to neighborhood papers telling of a unique or unusual volunteer or work he has done. Radio or television recognition through personal interview shows. A school's own newsletter, flyers, and letters to parents can be used to publicize service.
- "Children-made" awards in the form of individualized book marks, Silver Certificates (from silver wrappings) small plants grown by the children, and the like.
- Coffee klatches, Christmas parties, annual recognition day.
- Bulletin boards displaying pictures of volunteers and their contributions — these can be displayed at the school or in local community places such as banks, stores, libraries, etc.
- Brunch, lunch with the boss, classroom party, dinner with teachers, faculty party, auditorium programs, movies.

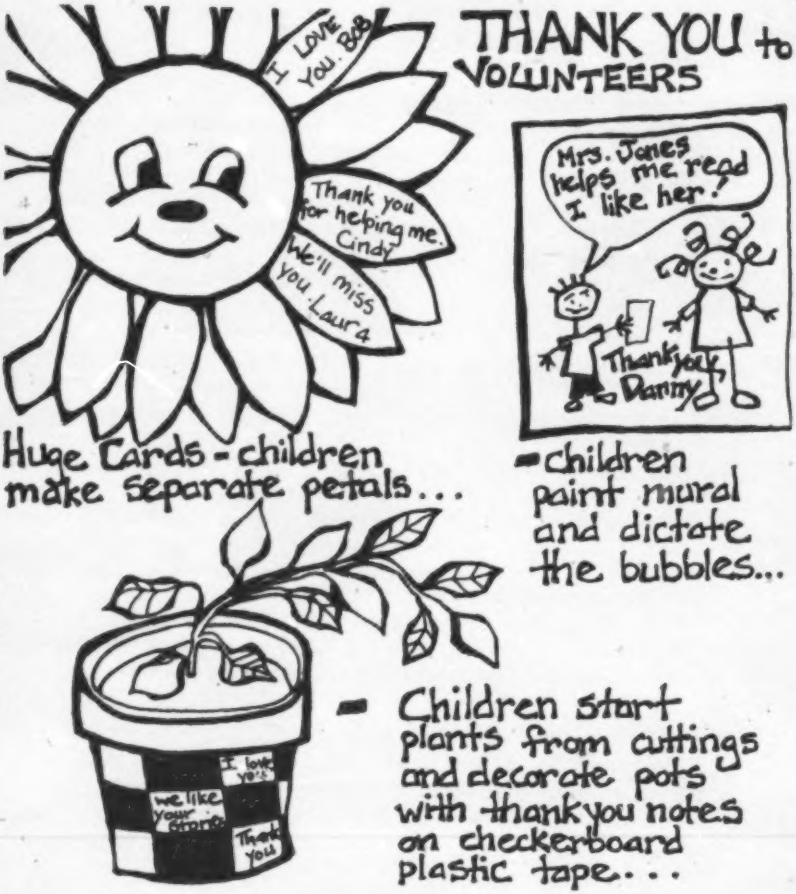
3. Intangible Rewards:

When all is said and done, probably the strongest reinforcer — the thing that keep those volunteers coming week after week, through rain and shine — is the good feeling that they are "helping," that they are being of service to an agency dedicated to improving life for the young.

A school should do anything it can to make a volunteer aware that by working at their neighborhood school they are

- helping children.
- helping teachers.
- improving the school and community.
- benefiting themselves by
  - learning new skills such as parenting, clerical, social.
  - giving more meaning to life.
  - meeting new friends.

What more can you ask for a few hours a week?


THANK YOU to VOLUNTEERS
I LOVE YOU. BOB
Thank you for helping me. Cindy
We'll miss you. Laura
Mrs. Jones helps me read I like her!
Thank you, Danny
Huge Cards - children make separate petals...
- children paint mural and dictate the bubbles...
I love you
We like your plants
Thank you
- Children start plants from cuttings and decorate pots with thankyou notes on checkerboard plastic tape...

OVERCOMING PROBLEMS

Working successfully with parents and volunteers requires just as much skill and understanding as working with children. A careful plan for training volunteers is essential, but in the end it is the development of skills in human relationships that will overcome whatever problems occur.

NO-SHOW

When a volunteer renigs on a promise to help at a specific time, the staff members must resist the impulse to label volunteers irresponsible and to "pull back" from using them. Neither should it be a case of weeding out irresponsible individuals, for experience has shown that sometimes a new volunteer will be late or absent because it is easier and safer to find an excuse for staying home than to face a new situation with strange co-workers. It takes time for the volunteer to feel secure, needed, successful, and worthy, and to develop a corresponding awareness of responsibility. Once the volunteer reaches this point, s/he will probably go to great lengths to fulfill her obligation, but until that time comes, there are several things a staff member can do to cover for a "no-show."

1. Find a mother who will be willing to serve as a volunteer substitute at irregular times.
2. Send each volunteer a copy of the weekly job schedule with times, names, and phone numbers. Ask her/im to "trade" or call the substitute volunteer listed.
3. Plan an activity or lesson that requires no close supervision.
4. Train a few upper grade children to supervise a center or tutor. Work out an arrangement with their teacher to send one of these students when a volunteer doesn't show or is late.
5. If this is an open classroom or a room in which centers are used, shift gears and have a traditional day. Sometimes the change provides a needed lift, and it is also a good way for children to become aware of just how much the volunteers change their school life.
6. Borrow an interesting animal or very unusual toy or save something for just such an occasion, and coordinate the entire day's curriculum around it. Reading, writing, literature, math, science, etc. for that day will stem from this one subject. Much less individual help will be needed, and students will learn from each other as they share what they did for the day.
7. Close a center or postpone whatever work was planned. Reassign children to other centers, other volunteers, or give them additional independent assignments for the day (more boardwork — have emergency dittos ready).
8. Explain to the students why the volunteer was unable to come (if you know) to maintain the good relationship between students and volunteers.

TALKING OUT OF TURN

(rumors, gossip, criticism)

ABOUT THE STAFF

When teachers are asked to list the problems they foresee in working with volunteers, gossip is always placed near the top. Many teachers have the feeling that volunteers only want to come to school to see what they are doing, find fault, and talk about them in the neighborhood. They are fearful of parents who might compare teachers or talk about their personal life. There are ways to circumvent this before it becomes a problem.

1. Include a discussion of professional conduct in the volunteer training program.
2. Accept a volunteer's interest in the staff as natural. They see teachers as new friends to get to know. Most talk and interest in staff members is positive rather than negative.
3. The staff should be open and share as much about themselves as they comfortably can.
   - — be on a first name basis.
   - — find time to chat informally.
   - — get to know volunteers as they get to know you.
4. When volunteers know the teacher as a person, an occasional outburst of temper will be seen as the appropriate ending for a series of patience-straining episodes.
5. Make the volunteer feel part of a team and responsible for the success of the program. It is hard to be critical of something you have helped to create.
6. A superior attitude is an invitation to criticism. Staff members must not be condescending in any way with volunteers.
7. When something questionable happens, time should be found to discuss it so that the volunteer knows why it occurred and how the staff member feels about it.
8. The volunteer should be helped to see the classroom as an extension of home and to know that all kinds of living will take place there. All the emotional experiences of life will happen from laughter to tears, from anger to joy, etc. Criticism will be minimal in a climate of people working together to help people.
9. Staff members should be careful not to gossip themselves. They should set the tone for volunteers. The need to diminish others will decrease as a volunteer's self-worth grows.

ABOUT THE CHILDREN

It is impossible to work effectively with someone you do not know; therefore, volunteers will need to know as much as possible about the students they are to help. If record keeping is to be the responsibility of everyone working with a student, volunteers will be looking at and writing on pupil data cards, folders, etc. The opportunity to compare, criticize, and discuss student

behavior and achievement will certainly be available. Staff members will need to guard against this in the following ways:

1. Training should stress that a volunteer must never do anything that might hurt a child in any way; gossip is harmful.
2. Test scores or any personal information that might be harmful can be kept in the teacher's private records until volunteers have learned to be discreet or kept unavailable if a teacher is more comfortable that way.
3. Putting a volunteer to work with a child s/he is critical of will often change her/is criticism into a plus for the child. The teacher who keeps drawing the focus of all the adults in the room to the needs of the children and meeting those needs will soon find her/is volunteers protecting and even willing to fight for the good of the students in that room.
4. The staff member who is shocked or indignant when a volunteer talks about children is missing a chance to use her/is own attitude and behavior as a model in helping that volunteer grow into her/is job.
5. Knowing what information is necessary and useful in dealing with children, and what information is self-defeating is a skill that volunteers can learn just as teachers have.

ABOUT THE NEIGHBORHOOD

Neighborhood gossip serves no useful purpose and personal problems are better left at home, but staff members, though not encouraging such gossip, should not be shocked or judgmental about it either. Volunteers, students, and teachers will be sharing things about their home lives and thus the neighborhood, for this can be an effective teaching tool. Teacher attitude (and the example set for volunteers) seems to be the key as it is with most of the problems connected with a code of ethics.

1. Volunteers can be trained to recognize that the confidences that children share with them, and the information they hear concerning the home lives of the students, including unhappy neighborhood happenings, are a trust. Violating this trust destroys the relationship between volunteers and students.
2. Turn the focus toward the students, keep the volunteers busy, see that the work is rewarding, and they will not be as concerned about the mothers and other details in the home lives of the children except as it helps them to help those children.

ABOUT VOLUNTEERS

Staff members must take special care that they do not inadvertantly discuss volunteers among themselves. With many people on many levels working together in a school it is easy for a chance remark to be interpreted as criticism and to be repeated throughout the building.

1. Staff members are not critics, they are interested in helping **all** people to grow. Criticism hurts.

2. Some volunteers feel inadequate and fearful of the teachers and the school. An inappropriate remark could mean the loss of a potentially good volunteer.

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PERSONALITY CLASHES

Good teachers are experts at human relations. Working with volunteers is just one more place to put to use those skills acquired from many years of working with students, parents, faculty, committees, clubs, and community groups. (Teachers or other staff members who lack these skills will need more help and support from the administrator and other trained personnel). Most problems resulting from personality clashes can be solved with an exchange of ideas or a tactful discussion conducted in a positive and friendly way. When this does not work, however, other ways will have to be used.

1. When an impasse has been reached, the administrator will need to step in and work out a solution.
2. Reassigning a volunteer may be the only solution. If the principal or coordinator emphasizes really needing her/is help in another area or room rather than a lack in her/is skills, the volunteer will continue to feel secure and important in the program.
3. In some rare instances it will be necessary to ask the volunteer to find another type of volunteer work.

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ACTIVISTS AND REFORMERS

There are federal, state, and local laws preventing political activists or reformers from becoming a problem for the school staff.

1. A review of these laws may be necessary in the training of volunteers at a particular school if the administrator foresees the need.
2. Sometimes a volunteer merely voices her/is frustrations or wants her/is position known, and once s/he has been heard is content.
3. Putting these people on a team working for the success of a program they have had a voice in writing, can result in a change from outspoken critic of the school to solid supporter of "our" school.
4. Certainly, volunteers will need to comply with the laws or be dismissed.

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INAPPROPRIATE LANGUAGE

Language can be used to bridge the cultural gap between the home and school. Community volunteers are better understood by some children than the teacher. Staff members who can take neighborhood speech in their

stride while continuing to provide a model for more standard language where needed are utilizing the best of both cultures.

1. Volunteers who habitually use inappropriate "blue" language in schools can be told that because students mimic and pattern their behavior after the people around them (especially those they like) volunteers must be especially careful to present good models.
2. A volunteer whose language habits are too firmly entrenched to change may be reassigned to the office or library where contact with students is minimal. Here again, the emphasis should be on needing help in those areas not on the volunteer's unfitness for classroom work.

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NON-ENGLISH SPEAKING VOLUNTEERS

Volunteers who speak another language can be an asset rather than a liability, especially if one or more students in the room also speak the volunteer's language.

1. Assign the volunteer to areas where language is not involved. (arts, crafts, painting, certain games, clerical work, housekeeping chores, supervising)
2. Schedule a volunteer who speaks her/is language and also English for the same day.
3. Staff members who attempt to learn the volunteer's language even in part are not only adding an important skill for themselves, but are also enhancing his self-esteem and motivating him to master English in return.

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OVER-INDULGENT PARENTS

Some schools have refused to let parents volunteer in the same classroom with their own children for fear that the instructional program for those children might be altered either by overindulgence, dependency, or undesirable pressure to do well. **Experience has shown that such cases are rare.** By working in their own child's classroom a parent can see that his time and talents are resulting in more individual help for his own child. Thus, if a teacher wants volunteers, he should try to overcome these problems.

1. Wait to see if having his parent in his classroom becomes routine after a time, and Johnny settles back into a business as usual attitude.
2. Discuss the problem with the parent and devise ways that it might be handled.
3. Keep parents involved with **other** children doing absorbing and rewarding tasks.

4. Assign the student to work with her/is own parent early in the day so that s/he will have met that need and will be able to continue the rest of the day as usual.
5. Discuss the problem with the child explaining that the entire class really needs her/is parent's help, but if it means a day lost for the student or an unpleasant day for others, mom or dad won't be able to continue coming.
6. Reassign a volunteer, whose parent-child relationships cannot be solved, to another classroom or the office.

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INTERFERING WITH CLASSROOM CONTROL

It can be assumed that a system for handling discipline within the classroom has been devised by the teacher. Volunteers should be instructed in how this system works to maintain order and still protect the child's self-image.

1. A volunteer who is overly strict or verbally punitive even after training and other help from the teacher can be assigned to jobs where fewer problems arise. (Listening to children read, working one-to-one, assigned to self-disciplined children, given highly structured lessons)
2. A volunteer who turns to the teacher for help with a child or a group is saying that either her/is training is inadequate, or s/he is unable to cope with the situation. The teacher should step in and settle the problem which may include giving the volunteer an alternate job to do at this time and later providing her/im with techniques that help.
3. Classroom discipline is ultimately the teacher's responsibility, but most minor deviations can be easily handled by the volunteer with a word or gesture (moving next to a student, patting a child's head to show s/he's noticed, etc.)
4. Discuss with the class that volunteers are not there to teach them how to behave. Their time is valuable and students should help to make it count.
5. Occasionally a bossy volunteer will generously offer many suggestions for running the classroom and may even interrupt the teacher with ideas s/he would like to see included in the lesson.
   - It will be up to the staff member to handle this by setting limits as to how far the volunteer will be allowed to go. In most instances a clear-cut understanding of his/er role can be conveyed to a volunteer without squelching the good that s/he has to offer.
   - If training is an ongoing process at the school, asking the coordinator or adult ed. teacher, etc. to review and emphasize role description in a general meeting is a smooth way to solve this problem.

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PARENTS WHO DON'T WANT PARENTS AT SCHOOL

Once in a while there may be a school where parents are reluctant to accept a volunteer program because they feel that only a credentialed teacher is qualified to work with their children.

1. Ask two or three highly respected teachers to list all the things they do for one entire school day. Have these teachers attend a parent meeting and help to analyze their lists as to non-teaching and teaching tasks. Estimate the time taken up in a teacher's day with non-teaching jobs.
2. Discuss with parents all the various ways their own children will profit if the teacher is released to devote more time to them.
3. Arrange for a group of influential parents in the school to visit a school where a successful volunteer program is functioning. Ask them to follow a particular child during the time of their visit and note the times that child has the undivided attention of an adult. Point out the various help given that does not require a teaching credential or specialized knowledge.

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